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| **Unit Title** | | |  | **Subject**  Allison Searfus | |
|  | | Examining Government Control and Cultural Resistance Through Prohibition |  |  | Social Studies |
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| **Lesson Title** | | |  | **Age/Grade Level** | |
|  | | Enforcement of Prohibition in the context of cultural resistance. (Day 4) |  |  | 10th Grade |
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| **Purpose/Rationale for lesson:** | | |  | **Estimated Lesson Time** | |
|  | | To provide context about cultural changes which occurred throughout America during Prohibition and to investigate the enforcement of the 18th Amendment in the face of cultural resistance. |  |  | 90 minutes |
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| **Curriculum Framing Questions:** | | | | | |
| *Essential Question:* | | | | | |
|  | | • What level of control should the government have over its citizens? | | | |
| *Unit Question:* | | | | | |
|  | | • How did government control facilitate resistance? | | | |
| *Lesson or Content Question(s):* | | | | | |
|  | | • What methods did society employ to resist and undermine Prohibition?  • How was government control executed in the face of cultural resistance? | | | |
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| **Goals:** | | | | | |
|  | | • Students will understand that America underwent many cultural changes during the time of Prohibition.  • Students will understand that enforcement of Prohibition was often problematic, particularly in the face of strong cultural resistance. | | | |
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| **Learning Objective(s):** | | | | | |
|  | | • Students will be able to knowledgably present information about their resistance group to the class.  • Students will be able to connect Prohibition to the larger cultural context of America during the 1920s.  • Students will read and synthesize information about the enforcement of prohibition.  • Students will plot speakeasies on a map of Harlem, New York in order to comprehend the substantial challenge of enforcing prohibition on a larger scale. | | | |
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| **Curriculum Standard(s):** | | | | | |
|  | | • **SS.HS.GE.02** Interpret and evaluate information using complex geographic representations.  • **SS.HS.HS.06** Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900  • **SS.HS.HS.06.01** Identify and understand the effects of 19th century reform movements on American life in the early 20th century.  •**SS.HS.HS.06.04** Understand the changes in society and culture in the early 20th century. | | | |
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| **Background Knowledge or Skills Students Need Prior to Lesson:** | | | | | | |
|  | | •Knowledge of the Temperance movement, the 18th amendment and the Volstead Act. | | | | |
|  | | • Knowledge of the pro- and anti-prohibition points of view during the early 20th century. | | | | |
|  | | • Know what is meant by the terms: prohibition, alcohol, spirits/liquor.  • Knowledge of how to read for comprehension | | | | |

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| **Materials** | |  |
|  | * Computer and computer projector |  |
|  | * Prepared PowerPoint Presentation I need to see the power point. You can print a ppt handout (4-6 slides per page) and include a printed copy or put ppt on wiki for now. | |
|  | * Readings 1, 2, and 3 | |
|  | * Maps (adapted from: <http://acl.arts.usyd.edu.au/harlem/> & <http://digitalharlemblog.wordpress.com/> ) | |
|  | * Red pens |  |
|  | * Tape |  |
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| **Procedures:** | | | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** |
| **Hook/ Introduction** | **N/A** | **N/A** | **5 minutes** |
| **Teacher is:** | | **Student is:** | |
| * Handing out role play cards for the unit role play ( for role play rules see lesson plan for day 1) * Instructing students who enter the class to look up at the computer projector, which reads: ENGAGING INTRODUCTION   **Can you match the right word in column A with the right word in column B to make actual slang words for Alcohol which were used during Prohibition?**  **A B**  **Coffin liniment**  **White sweat**  **Horse varnish**  **Monkey juice**  **Panther gut**  **Rot mule**  **Tarantula rum**   * Beginning to ask students for their guesses and writing them down on the board or somewhere else where they can be saved for the period * Making sure that all posters for the presentations are open on the computer desktop * Calling on any students who are not paying attention or still chatting to take a guess. * Letting the class know that answers will be revealed at the end of class. | | * Entering the room * Picking a role play card * Getting prepared for class and quieting down * Guessing answers to the question on the computer projector | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** |
| **Digital WANTED Poster Presentations** | *Resistance to prohibition, Bootleggers, smugglers, flappers, speakeasies, organized crime* | *Remembering, Understanding* | **25 minutes** |
| **Teacher is:** | | **Student is:** | |
| * Informing the students that they will now spend 3 to 5 minutes as a group presenting their digital WANTED poster with the class and sharing what they learned about their resistance group * Telling the students that each member or group should share something that they learned/found interesting while they are presenting * Asking the class to please hand their role play journals to you when it is their groups turn to present * Listening to group presentations * checking off each role play journal * Making sure the transitions between groups goes smoothly and that those in the audience are being respectful | | * Listening * Bringing their role play journals up to the teacher * Presenting/ sharing something that they learned/found interesting | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** |
| **PowerPoint on the Cultural Changes in America During Prohibition** | *The Roaring Twenties, The Harlem Renaissance* | *Remembering* | **10 minutes** |
| **Teacher is:** | | **Student is:** | |
| * Bringing up the PowerPoint Be sure to include the slides or handout of slides so I can see the disciplinary content * Introducing that Prohibition, as well as those resistance groups we just learned about, was part of broader cultural shift in America at the time and showing the PowerPoint presentation * Ensuring that the map sections of Harlem are taped to the wall or board for the next activity | | * Listening | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** |
| **Enforcement of Prohibition Readings and Harlem Example Map** | *Prohibition enforcement: its limits, cost, corruption and its role in New York City, resistance to Prohibition, speakeasies, nightclubs and Buffet Flat* | *Remembering, Understanding, Applying, Analyzing* | **45 minutes** |
| **Teacher is:** | | **Student is:** | |
| * Telling the class that they are going to do a three part activity * Ensuring that the following directions are visible while passing out the readings to students (reading 3 should be considered for those who struggle most with reading): * Part 1: Take about 10 minutes to silently read the article given to you (either reading 1, reading 2 or reading 3)   Make sure to read the front AND the back   * Part 2: When the 10 minutes is up, please form groups of 3 with one person who read reading 1, one person who read reading 2 and one person who read reading 3   When you have formed your groups, have one group member collect a question sheet. Then, in your groups work together to answer all questions.   * Part 3: When you have completed your questions please collect a section of the Harlem map attached to the wall (it will have a sheet with 10 locations to map attached)   On your section of the map of Harlem mark red X’s at all of the locations listed on the sheet of paper  When you have marked all of your locations, please come tape your maps up on the board/wall in order (1-10, right to left)  When you are finished, you may help other groups.   * When everyone is finished asking what the students think the red X’s are? (they are speakeasies) * Returning to the PowerPoint to show them how relatively small the area they marked was out of Harlem itself, then in comparison to New York City and the whole US * Asking what conclusions they can draw about enforcement of prohibition from what they know about resistance, the map of Harlem and the readings * Collecting the answered group questions | | * Listening * Reading * Forming groups and working together to use what they’ve read to answer the question sheet. * Collecting a section of the Harlem map and list of locations to map * Working as a group to mark red X’s at all of their locations on the maps. * Listening * Discussing, synthesizing their readings, question answers and the Harlem map(s) * Handing in their group answered questions about the readings | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** |
| **Closure** | **N/A** | **N/A** | **5 minutes** |
| **Teacher is:** | | **Student is:** | |
| * Reminding students to complete their role pay journal * Bringing up the last slide of the PowerPoint to show the correct slang[[1]](#footnote-1):   **coffin varnish**  **white mule**  **horse liniment**  **monkey rum**  **panther sweat**  **rot gut**  **tarantula juice**   * Did anyone guess right? Any surprising slang terms? | | * Listening | |

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| **Differentiation/Accommodation:** | | | |
|  | **Accommodation/modification to CONTENT** | **Accommodation/modification to PROCESS** | **Accommodation/modification to PRODUCT** |
| Student with ADHD | **N/A** | Allow student to move around (perhaps pass out the Harlem maps) if necessary or swap groups with another student if they need an opportunity to move around. | Allow student to present with whichever group they feel that they contributed to most (see accommodations from day 3) |
| Students (2) who read/write three grade levels below class grade | For in class reading: provide students with either a shortened or highlighted version of reading 3 depending on their reading level | **N/A** | **N/A** |
| Students (2) who receive ESL services | For in class reading: provide students with either a shortened or highlighted version of reading 3 depending on their proficiency level. | Have a few of the locations for the Harlem map activity translated into Spanish so that all students are certain to be included in this activity. With some locations in Spanish and the streets all in English, the students will have to work together to map the locations. | **N/A** |
| Student who is in a wheelchair | **N/A** | Ensuring that doorways and walkways are sufficiently wide and clear of obstacles so that the student may participate in all activities. | **N/A** |

Well written accomodations

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| **Attention to Literacy:** |
| * Student will be encountering new terms and expanding their vocabulary while listening to the WANTED poster presentations and the PowerPoint presentation on the Cultural Changes in America During Prohibition * Students will be reading and responding through collaborative written answers to a short text. |

Excellent attention to literacy

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| **Assessment and Evaluation of Student Learning:** |
| * Daily role play journal will be checked for completion (content will be assessed upon the conclusion of the unit) * Students’ participation throughout the period will be monitored; did they contribute to: * Their group presentation? * Answering the group questions (this should be visible by the quality of and information mentioned in the answers)? * Mapping the locations on the Harlem map? |

Very well written lesson plan

1. <http://www.suite101.com/content/speakeasies-a90043> [↑](#footnote-ref-1)